

The *Every Student Succeeds Act (ESSA)* requires each district and charter school to complete and submit a justification when it anticipates exceeding 1.0 percent of students assessed in a subject area with the NCEXTEND I alternate assessment. Justifications from each district and charter school will be reviewed by the North Carolina Department of Public Instruction (NCDPI), and follow up actions will be determined based on the information found in the justification document. Staff from the Exceptional Children and Accountability Divisions in each district and charter school should collaborate to provide the following information on the justification document. Responses to numbers 1-4 are required; it is optional to include additional information (see page 3). This justification document will be publicly posted. As such, the document **must not contain any personally identifiable information**. If necessary, additional pages may be attached to this form.

1. Enter contact information for the primary district/charter school staff member responsible for overseeing the completion of the justification form.	
3-Digit LEA/Charter Code: 910	District/Charter Name: Vance County Public Schools
Contact Name: Gloria Jones	Contact Title: Director, Exceptional Children's Programs
Contact Phone No.: (252) 492-2127	Contact E-Mail: gjones@vcs.k12.nc.us
<p>2. Enter a description of how the district/charter school will assure that Individualized Education Program (IEP) teams are adhering to the eligibility criteria as outlined in the <i>Testing Students with Disabilities</i> publication when determining student eligibility for participation in the alternate assessment.</p> <p>Vance County Schools will assure that Individualized Education Program (IEP) Teams are adhering to the eligibility criteria as outlined in the <i>Testing Students with Disabilities</i> publication when determining student eligibility for participation in the alternate assessment by:</p> <ul style="list-style-type: none"> • Developing a training module and ongoing related professional development to sustain training on the eligibility criteria for determining student participation in the Extend I alternate assessment based on Appendix D of the Testing SWD manual. • Developing a problem-solving and decision-making chart outlining the eligibility criteria for IEP Teams to use to guide and inform testing decision during IEP meetings. • Including in the Training and PD module a communication plan to ensure that IEP Teams disseminate, explain and discuss eligibility criteria and requirements and future ramifications with parents, guardians, and students for participation in the EXTEND I alternate assessment including that the student will not be on the trajectory to receive a regular diploma. 	

3. Enter a description of how any disproportionality among race, gender, or socioeconomic status groups is defined and plans for how that disproportionality will be addressed.

- Description of how any disproportionality among race, gender, or socioeconomic status groups is defined:

Sixty-eight students took the EXTEND I alternate assessment in Math, 68 in Reading, 28 in Science and 4 students took the ACT. The attached Data Chart shows percentages of students taking the test among subgroups. Initial summary points reflected in the data suggest:

1. There is a greater disproportionality in Gender in that male students are more likely to be placed on the EXTEND I alternate assessment
2. A significant disproportionality in the area of Race exists.

- Plans for how disproportionality will be addressed:

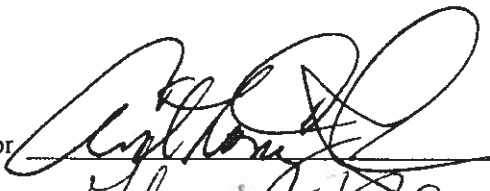
Vance County Public Schools will address disproportionality (based on existing data) by:

1. Conducting an initial EC file study of all files to collect data regarding subgroups of students participating in the EXTEND I alternate assessment to ensure that current participants meet the eligibility criteria (Beginning of the Year).
2. Disaggregating data to mine for additional trends and patterns that will need to be addressed across scores, disabilities, year placed on EXTEND, etc.
3. Incorporating monthly file review as a component of compliance checks.
4. Reexamining IEPs of students contributing to the district's disproportionality in this area and developing a support plan to adjust student needs to re-enter appropriate testing program.

4. Enter additional justification of variables not covered but deemed essential to understanding why the district/charter school has a higher rate of alternate assessment participation.

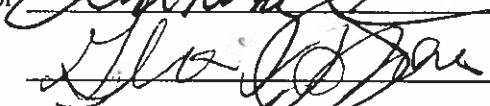
Signatures

Superintendent/Charter School Director



Date 5-8-18

Exceptional Children Director



Date 5-8-18

LEA/Charter Test Coordinator



Date 5-8-18

		Percent of Student Tested By Subgroups						Percent of Students Taking EXTEND I Alternate Assessment					
		Black	White	Hispanic	Amer. Ind.	Multi	Asian	Black	White	Hispanic	Amer. Ind.	Multi	Asia
Reading		64.4%	17.5%	13.9%	.1%	2.9%	1%	76.3%	10.2%	.1%	N/A	1.7%	N/A
Math		76.3%	10.2%	11.9%	N/A	2.9%	.1%	64.4%	17.5%	13.9%	.1%	1.7%	1%
Science		68.4%	5.3%	21.6%	N/A	5.3%	1%	62.8%	18.4%	14.2%	.1%	3.0%	1.4%
		Percent of Students Tested By Gender						Percent of Students Taking EXTEND I Alternate Assessment					
		Male			Female				Male		Female		
Reading		51.4			48.6				74.6		25.4		
Math		51.4			48.6				74.6		25.4		
Science		51.4			45.9				84.2		15.8		